

New Jersey State Library

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Title: "Diversity: The Cornerstone for Recruiting Librarians and Library Staff
for New Jersey's Urban Libraries"

Diversity: Cornerstone for Recruiting A New Generation to the Library Workforce of New Jersey's Urban Libraries

Abstract

The need for a new generation of librarians is great; the need for a multiethnic workforce for urban libraries greater.

The New Jersey State Library (NJSL), Thomas Edison State College (TESC), and Rutgers University's Library and Information Science (LIS) formed a partnership to develop a model, adaptable across the nation, to recruit and educate a multiethnic workforce for New Jersey's urban libraries. The objectives for which the Partners seek funding of \$497,388 for 36 months are, within six semesters including summer sessions to:

1. Enable ten multiethnic pre-professional library staff who already have 60 or more undergraduate credits, to earn bachelor's degrees from TESC and make the transition to Library Associate or master's level education by recruiting IMLS Scholars from urban libraries.
2. Recruit and enroll nine multiethnic IMLS Scholars in Rutgers University's LIS master's program, prepare them with the skills, knowledge, and values needed for careers as librarians and library leaders in New Jersey's underserved urban communities; ensure their graduation and successful placement at the professional level.
3. Recruit and educate one minority IMLS-PhD Fellow to Rutgers LIS whose career goals are to become a faculty member and teach master's students preparing to work in urban libraries; ensure the completion of all of doctoral coursework.
4. Through research undertaken by the IMLS-PhD Fellow, working under a Rutgers faculty director, provide the profession with information needed to support the successful recruitment and education of multiethnic librarians.

The grant will supply reimbursement to employing libraries of Scholars for up to two days per week staff time, with the library agreeing to pay full salary and benefits for the duration of the project. Ninety-three percent of the funding will provide direct student support for tuition, salary reimbursement, and research production. Research shows that financial assistance is the most critical ingredient in attracting a diverse workforce.

Applicants for the scholarship programs will sign assurances that they intend to continue working in New Jersey's urban libraries or library education for at least two years after completion of their education and return annual surveys on their career progress.

A Steering Committee will: chart the progress of the project and initiate a business plan with fund raising included for the continuation of the project.

Evaluation is derived from project goals and objectives. Formative and summative outcome assessments are projected. The number of multiethnic students who successfully complete their programs of study and are subsequently employed or elevated to a higher status are indicators of success. Assessment of whether the knowledge, skills, and values learned in the program were sufficient for a career in urban libraries will be tracked at the end of each semester, in exit interviews, and in annual surveys that continue past graduation and the project's completion.

We expect success:

- The project is strongly supported by New Jersey's professional community, including its major associations.
- Each Scholar will have advisors, mentors, peer tutors and support for GRE study courses.
- TESC is designed to serve non-traditional adult students with flexible processes for earning credits.
- Rutgers has recruited, educated, and graduated 27 U.S. Department of Education Title II-B master's Fellows to improve the profession's diversity. All were successfully placed in the field
- In the past decade all students receiving a doctorate from Rutgers LIS, who wanted employment, found a position.
- Dissemination activities will target: the public, potential Scholars, and the profession, through all media, general and professional, in traditional and electronic formats.
- New Jersey has demonstrated a passionate commitment to recruiting librarians: a successful campaign is in progress.

Diversity: Cornerstone for Recruiting A New Generation to the Library Workforce in Urban Libraries

Within 21st century issues confronting our nation reside the seeds of major challenges for library and information science education and practice. The demographic ballasts of our country are shifting, even as our professional moorings remain static and our population ages.

Diversity and Aging

Diversity concerns pervade the multicultural, social, economic, and political domains of a world connected by electronic advances that have closed distances and make possible millisecond communication. At the same time, the graying of America is more than a catchy phrase. For the first time the average age of librarians is the key factor in the projection of a shortage some estimate to last as long as 20 years. (Pungitore, 2002)

Design

The design of this project is intended to meet the challenges posed for librarianship by the convergence of diversity and aging as the new century gets underway.

The Challenges Defined. For over two decades, we have known from melding fertility and immigration data, that the population of the United States would become steadily more diverse. Throughout the 1990s it was reported that one in four persons in the nation was a minority. By the time we entered the new millennium, that figure increased to one in three. Now it is predicted that in the year 2030, the emerging majority of Americans will be people of color. No matter the type of library or information agency, in this century all will face the challenge of providing service to populations within the context of an entirely new order of pluralism.

Diversity in LIS Education Programs. The latest data on enrollment in American Library Association (ALA) accredited master's programs by ethnic origin for the 2001 Fall term, reported on the Association for Library and Information Science Education (ALISE) web site show that enrollments remain predominantly white. With 50 schools reporting, the total of 10,478 white students constitute 79.1 percent of the enrollment. Black students comprise 4.9%, while they constitute 12.3 percent of the United States 2000 population as determined by the Census Bureau. Hispanic students and Asian or Pacific Islanders comprise 3.3 and 2.7 percent respectively compared to their 12.5 and 3.7 percent. The 80 American Indian or Alaskan Natives account for 0.4 percent of the total.

White students constitute 50.7 percent of all doctoral students enrolled. Their lower percentage is not accounted for by increased enrollment of other United States ethnic groups, but by the higher percentage of international doctoral students. Black students comprise 5.2 percent, Hispanics students 1.9 percent and Asian and Pacific Islanders 1.7 percent. Overall the involvement of all nonwhite ethnic groups at the doctoral level, calculated at 9.2 percent, is fairly characterized as minimal (ALISE, 2002; U.S. Census, 2000). The need for immediate response is desperate.

An Aging Profession. A second stream of data demonstrates that a large percentage of the current workforce will soon retire, but new recruits are not entering the profession in sufficient numbers to fill vacant positions. With a median age of 47, more than 46 percent are expected to leave the profession by the close of 2003. This trend holds across all library types. Reports indicate difficulty in filling open positions (Dohm, 2000). Another 2000 survey, this one of library directors, showed that 40 percent of the respondents planned to retire in nine years or less and 68 percent in 14 years or less (Jacobson, 2002). At the same time the number of master's level graduates from ALA-accredited schools, according to the American Library Association, "remains relatively flat, about 5,000 a year and fluctuates insignificantly from year to year."

Taken together these two challenges – increasing diversity so that the library workforce is more responsive to the communities served and the aging of the profession – combine to offer an opportunity for multiethnic diversity to become an educational cornerstone in the recruitment and retention of a new generation of librarians. Without that focus it is not clear that libraries will

continue to support diverse populations, or understand their experiences, their needs, their languages, or their perspectives.

Greater diversity is no longer a social and moral question alone. It's a necessity for the growth and progress of our discipline and profession. Increasing diversity will not only capture unique talents, it will also yield benefits in innovation and creativity that arise as a result of seldom tapped perspectives being brought to problems from different life experiences. In her article, "Diversity and the Dolor of Leadership," Camilla Alire notes that people of color within the profession can: 1) Recognize and root out obstacles to achieving diversity and press for an organizational culture in which change thrives and discrimination ends; 2) Serve as mentors, role models, leaders, and spokespersons; and 3) Provide the necessary linkages to diverse communities of service (Alire, 2000). Isaura Santiago, in the book *Achieving Administrative Diversity*, reminds us that professionals of color bring cultural competency to their positions through knowledge of minority history, evidence of supporting services to minorities, and needed linguistic abilities (Santiago, 1998).

Responding to the Challenges. To fill the jobs now open and those projected, a new generation of library workers must be recruited. If the face of the profession is to reflect the face of the nation, the recruitment of people from diverse populations is essential. But until now that recruitment has eluded education for library and information careers. From extant research it is clear that a good deal more is known about recruiting emerging majorities than is systematically applied in the profession.

Recruitment. Recently developed recruitment theory and research supply evidence of factors which have an impact on career choices and their relationship to the ability to recruit emerging majorities. Malic Winston's research on recruitment, conducted at Rutgers University, found that common themes emerge across the literature of the professions (2001). One proven premise is that the reasons individuals have chosen their professional specialties provide worthwhile principles for the development of recruitment strategies, since similarities exist between those currently employed in a given profession and those who are likely candidates for recruitment into it

A model built on Winston's work depicts vital elements in the recruitment of emerging majorities. Recently developed by Barbara Simpson-Darden in her doctoral dissertation, "Career Paths of African American Women Academic Library Administrators," was also completed at Rutgers (2003). The model brings together factors Winston showed as influencing success in library and information science education and the practice of librarianship. The factors, found most significant are: experience working in libraries, targeted recruitment, membership in professional organizations, conference attendance, and publications. The barriers found most significant are the lack of: financial assistance, role models, mentors, and membership in networks. The research proposed for this project will test Winston's factors as aggregated in Simpson-Darden's model for their broad professional applicability.

Interdependence Essential to Recruitment. Data from an independent study, conducted by Tracy Paler, a master's student at Rutgers, deals with the interdependence of horary educators and practitioners (2003). Paler developed and pilot tested a questionnaire, then sent it to a systematic sample of 141 ALISE members. From the data collected and analyzed, she found that interdependence does exist on an individual and local basis in the production of research. This precedent for working together appears well ingrained in the careers of educators and practitioners. But the same interaction was not found in recruitment initiatives. Two tracts were found: One originating in the field and the associations supporting practice and the second originating in library education and the associations supporting it. This proposal is built on the assumption that interdependence between practitioners and educators at the undergraduate and graduate levels is needed to recruit and retain emerging majorities to our programs of education, our places of work, and our faculties.

The Impact: Purpose, Objectives and Strategies

The New Jersey State Library (NJSL), Thomas Edison State College (TESC), and Rutgers University's Department of Library and Information Science (LIS) in the School of Communication, Information and Library Studies (SCILS) request \$497,388 for 36 months beginning November I, 2003 for the purpose of developing a model, adaptable by other partnerships across the nation, that creates interdependence between the field and educators to

recruit and educate a multiethnic library workforce for the twenty-first century. The goal-addressing the first IMLS priority to recruit and educate the next generation of librarians has diversity as its cornerstone.

The objectives for which the partners seek funding are to meet the four priorities of the IMLS. The partners will, within six semesters, including summer sessions:

1. Enable ten multiethnic pre-professional library staff who already have 60 or more undergraduate credits to earn bachelor's degrees from TESC to make the transition to Library Associate or to master's level education by recruiting IMLS Scholars from libraries in underserved communities. Library Associate is a New Jersey job title for paraprofessional positions, which rewards greater education and responsibility with higher pay.

2. Recruit and enroll nine multiethnic students in Rutgers University's ALA accredited master's program in library and information science, prepare them with the skills, knowledge, and values needed for careers as librarians and library leaders in the New Jersey's underserved urban libraries, and ensure their graduation and successful placement at the professional level.

3. Recruit and educate one minority IMLS-PhD fellow to Rutgers PhD program whose career goals are to become a faculty member and teach master's students preparing to work in urban libraries; and to ensure the completion of all coursework for the PhD.

4. Through research undertaken by the newly recruited IMLS-PhD Fellow, working under a Rutgers faculty director, provide the profession with information needed to establish baseline data and evaluate current accredited library programs against the criteria established in the proposed Winston/Simpson-Darden Model. This research is expected to test and improve both the model and the ability of current programs to support the successful recruitment and education of the next generation of multiethnic librarians.

It is traditional at Rutgers LIS that all grant-supported doctoral students serve as Teaching Assistants (TA) or Research Assistants (RA) during the time they are taking the required 36 credits of course work. This allows them to gain experience that will enable their employability at an accredited program of library and information science education. In this schedule the IMLS Scholar would take two courses for six credits per semester and assist Dr. Winston in his work on the research practicum for 10 hours a week.

Expending 93 percent of the funding requested on direct student costs, including salary tuition, reimbursement, and research support, is expected to increase the efficiency of the project while it increases its effectiveness.

Workforce Needs of New Jersey's Urban Libraries Assessed. A needs assessment, sponsored by New Jersey's State Library was completed in 2002 on members of the New Jersey Library Association's (NJLA) Urban Libraries Section by Connie Paul, Director of the Central Jersey Regional Library Cooperative. It demonstrated the difficulty the state's urban libraries have in recruiting staff to serve their diverse communities. Using the Gates Foundation's List of New Jersey Libraries where at least 10 percent of the population is below the poverty level, the survey identified 61 current urban library employees who were interested in obtaining the master's degree in library and information science and 181 staff members who were interested in obtaining a four year college degree. (See Attachment Four.) This proposal assumes that current employees of urban libraries who want to further their education have a commitment to the urban community and a willingness to continue employment in these libraries.

Twelve urban libraries that fall within the Gates Foundation Guidelines, contacted about inclusion in this project, are already partners as their letters of support attest. These libraries promise to employ or advance graduates. Eight additional letters of support come from New Jersey professional organizations and associations. One of them from the LIS Program Associates is sent on behalf of the 12 largest professional associations in the state (See Attachment Three). The number of urban libraries committed to the project is projected to increase as the news of an IMLS grant and the benefits of the project become more widespread.

Service Expectations. Guidelines announcing the competition for scholarships will include a statement of what the project offers, what the participants will receive, and conditions with which they must comply to receive awards. Successful competitors will sign an agreement to work in New Jersey libraries or in library education for at least two years following the completion of their degrees, return annual surveys on their progress in the field, assist in recruiting others to the project, and act as mentors for other diverse degree students and co-workers on a continuing basis. (See Attachment F our J).

Strategies and Activities. Each of the three partners will contribute to the success of the project by meeting their institutional goals to increase professional diversity while increasing the available pool of workers in urban libraries and in library education.

NJSL, TESC, LIS. From the initiation of the project at focus groups and recruitment open houses, all three partners will have representatives participating to describe their role and to enlist appropriate students. As soon as recruits are in the portfolio assessment process at TESC, or are admitted to Rutgers MLIS Program, they will have three mentors assigned to them, one from the partner organization in which they are a student (at Rutgers this includes possible mentors from the members of the Black Librarians of New Jersey), one who is a graduate from NJLA's Leadership Development Program, and one who works in the library from which they come. (See Attachment Three.) A training session is planned for the mentors in the initial weeks following the funding of this project. (See Attachment Five.) The goal here is to make certain that the scholars have someone in all of their immediate environments to whom they can turn for support and assistance.

New Jersey State Library. The NJSL is the lead applicant for the project and Susan Briant, State Library Consultant for Library Development, the Project's Director. It is the seat for the development, negotiation, and management of all sub-grants with the two partners as well as with urban libraries whose employees are selected for either bachelor's or master's level support. The NJSL will sponsor annual Scholar Summits where all participants in the project-partners, students, mentors, advisors, and urban libraries representatives-will come together to discuss the progress of the undertaking and improvements for the following year. Content for students will also be directed to a leadership program that better equips them to meet the realities of the world of work they will enter. Any funding not used for student support that is not recovered for non-fulfillment during and after the grant period will be contributed to NJLA's Diversity Scholarship. However, based on the track record of the institutions involved in this project, we don't expect non-fulfillment to become an issue.

Thomas Edison State College. TESC, in successful operation for Over 30 years as New Jersey's accredited college without walls for adult learners over 21 years old, serves 9,250 students, where diversity is a hallmark. Close to twenty percent of the students come from emerging majority populations. The fastest growing college in New Jersey, TESC has already developed a marketing plan to increase awareness of the project. It includes: creation of a web site; advertising in the publications and listservs of the New Jersey Association of Library Assistants (NJALA), the state's principal organization for paraprofessional library workers, and other similar, pertinent library and general audience media; producing 3,000 brochures explaining the project for distribution through the College, Rutgers LIS and the urban libraries of the state; focus groups in eight libraries; and recruitment open houses in three library locations in the northern, central, and southern regions of the state.

Eight focus groups will target persons from the needs assessment who responded positively to the opportunity for bachelor's and/or master's degrees to connect them to the process required to obtain the level of education they seek, and to uncover the needs the potential recruits anticipate in their personal lives and professional careers. The audiences targeted for three recruitment open houses are potential candidates looking for a career change and high school students interested in careers in the information professions. A professionally produced video of recruitment open house presentations is planned, so that the tapes can become part of staff development programs in the state's urban libraries and at association conferences. The prototype for the recruitment open house was originally developed for the NJSL funded, *Promising Practices/Exemplary Programs*, to enroll students in Rutgers MLIS program. Forcefully directed by Connie Paul, "Make a Difference-Become a Librarian." was instrumental in contributing to a 40 percent increase in the number of students applying to Rutgers LIS for the 2002 fall semester. (See Attachment Two) Application forms for students will be sent to urban libraries with the brochures and other materials produced for the public relations campaign. The public relations campaign for the project is scheduled to begin November 1, 2003 and continue throughout the first year to gather as many interested applicants as possible. This would allow for a first list and an expanded list of applicants. Every effort will be made by the urban libraries, TESC, the NJSL, and Rutgers LIS to locate financial support for all qualified applicants during and after the duration of the project

TESC's main role is the education of 10 diverse undergraduate IMLS Scholars, recruited from New Jersey's urban libraries, who receive full tuition with the funding of this grant TESC

operates on the premise that college-level learning, no matter how it is gained, warrants credit as long as proof of expertise is accumulated for assessment. For that proof, the project scholars who apply for undergraduate degrees will compile a series of portfolios for credit that represent their fields of knowledge. Some of the common means that they can use include: full or part-time work, independent reading or study, training programs or in-service courses, volunteer work, cultural and artistic pursuits, hobbies and recreational pastimes, community activities, military service, and organization membership. The scholars put the portfolio together to inventory their knowledge and skills and determine the area(s) for which they are best suited to seek college credit. Next, they find, in the TESC portfolio credit description database, the courses offered at TESC for college credit that best reflect their knowledge. If a course is not found at TESC, they can search the catalogs of regionally accredited institutions of higher education. Through samples of their work, resumes, notes taken, transcripts, or annotated bibliographies, and letters of verification, they validate their expertise. If solid evidence is lacking, they may take an oral or written examination. Finally they write a three to ten page narrative about what they know and how they learned it and submit their portfolio(s) to an assigned TESC portfolio advisor, who follows them through their college experience. The advisor forwards the portfolio to a faculty consultant for assessment to determine whether the scholars' knowledge is equal to a college-level grade of C or better. The portfolios will constitute an academic record which is added to annually as the scholars take courses, either in the traditional classroom or through the 125 distance learning courses offered by the TESC, until six semesters, including two summer semesters, are completed and sufficient credits for the receipt of the bachelor's degree are accumulated. Preference for admission through this grant funded project will be for those who indicate a desire to go on for an MLIS degree after graduation. For bachelor's students the grant would include tuition, fees, and salary reimbursement.

Rutgers Library and Information Science. The third partner, LIS, is located at Rutgers, the United States university with the most diverse student body. The main role of LIS is the education of nine multiethnic master's students and one doctoral student, recruited from New Jersey's urban libraries. Rutgers, a State University, is one of the least expensive LIS programs in the nation. For master's students the grant would provide tuition, fees, salary reimbursement, and support for Graduate Record Examination courses for those who might need them.

The MLIS Program. According to *U.S. News and World Report*, Rutgers LIS is ranked among the top six master's degree programs in the United States. It is also ranked first in education for Services to youth and School Librarianship and fifth in information technology. While many LIS programs have divisions between the library and information concentrations in their master's programs, these placements demonstrate Rutgers integration of the two streams. The shortage of diverse librarians is made more acute by the shortage of librarians equipped to fill positions that require a high degree of technical knowledge (Tennant, 2002). IMLS Scholars graduated from LIS will have the requisite technological savvy to bring or keep their hiring institutions up-to-date in the application of technology to better serve their communities.

Sample job postings taken from the NJLA Hotline and US Placement Online reveal that 1) the most critical staffing needs in New Jersey's urban public libraries are for specialists in Services to Children and Young Adults; and 2) in all types of libraries, located in urban areas, positions are available where the chief responsibility is for the development of technology and its application to service. This project will concentrate on recruiting students whose career plans include meeting both of these needs. Those who are interested in Service for Children and youth will be able to take as many as 18 credits of the 36 required via Distance Education, since Dr. Kay Vandergrift, the coordinator of this curriculum focus, offers several of her courses and the opportunity for Independent Study through that modality..

Today by all objective external measures, the LIS faculty is one of the best in the United States. Three are noted in *Library Quarterly* as the most cited in the nation and the most productive; eight are noted among those whose work appears most frequently on syllabi reading lists (Budd, 2000). The scholarship recipients will receive a high quality master's education at Rutgers where the traditional functions of librarians are amplified by high tech skills taught by an outstanding faculty. The curriculum has an annual overhaul and every five years, a significant revision to ensure up-to-date learning.

Students receiving IMLS scholarships made possible by funding this grant will meet the usual requirements for candidates for the MLIS degree. All master's scholars will have completed a bachelor's degree before enrolling in the program. Assessment of personal

characteristics suitable for education at the master's level for librarians is based on letters of recommendation, the potential student's statement of reasons for entering the profession, and in all cases with IMLS Scholars, personal interviews by the Department Chair and the Onsite Project Coordinator of this grant project. In evaluating academic credentials, the Admissions Committee will look for combined Graduate Record Examination (GRE) scores of 1000 or better, a Rutgers University's standard. Extremely good grades at the undergraduate level and/or other positive factors will outweigh poor GRE scores except for those which fall below the twentieth percentile. Below that point past history demonstrates lack of success on the part of those provisionally admitted.

Funding for this proposal includes attendance in a GRE course preparation program, several of which are located in the Rutgers-Princeton area, for candidates for the IMLS scholarships at the master's level who meet all criteria for admissions, but have difficulty with the GRE examination. Aware that individual motivations change, it is understood that high GRE scores compensate for low undergraduate grade point averages achieved when there was less motivation to do well. Equally, if not more important in the admissions process, is the assessment of personal characteristics as evidenced by the letters of recommendation and the essay.

MLIS Scholars must complete 36 credits to receive the master's degree within three years. The modal time taken by students working part-time while attending classes is six semesters, including two summer sessions. For those IMLS Scholars who encounter unexpected circumstances that mitigate against them completing the degree within this time period, but who are making satisfactory progress in the program, LIS will supply funds to support their completion, after the grant is terminated. All IMLS Scholars will have faculty advisors assigned immediately upon acceptance to the program. Scholars will be requested in their letter of admission to schedule an appointment with that advisor within a month of the date of the letter. Scholars may change advisors if they choose once they begin the program. Orientation sessions are conducted for all students in the first week of classes. IMLS Scholars will have a special half-day session with their faculty advisors and their mentors, where a schedule of meetings with them will be set up for the first academic semester. The students will be introduced to leaders of the Rutgers University-wide organizations for students of the population group from which they come. This support helps in retaining diverse students once they begin their education.

A part of the students networking experiences will be introduction to the student organizations within the LIS that have counterparts in professional life. All students are members of the Library and Information Science Students Association (LISSA), a pre-professional forum, which carries on activities that enhance their social as well as their intellectual life. LISSA is the direct student affiliate of NJLA and ALA, organizations in which librarians in urban public libraries might be most interested. The Alumni Association, which has pledged its support for this project and the students that are part of it, will fund registration for the scholars to attend the annual NJLA Conference, where mentors will schedule networking opportunities. Besides mentors, who will also be selected for their suitability as role models, and faculty advisors, the IMLS Scholars will have Peer Tutors to assist them should they experience difficulty with their course work. LISSA currently sponsors, as part of orientation, a Technology Boot Camp for entering students unable to pass the basic knowledge test given entering classes. To bring these students up to speed, students entering with advanced technology skills provide their peers with Labs to increase their competency. The precedent is here as well as the interest to provide Peer Tutoring for students encountering difficulty with classes. Student tutoring will be amplified by the work of the faculty, which will be dedicated to making certain that the IMLS Scholars graduate. LIS data show that only one percent of the student body is lost before graduation once they are admitted to the program.

Placement. The Office of Professional Development handles placement activities for LIS. Availability of Web based Virtual Placement allows employers and students to exchange information to determine suitability for available positions. Faculty also assist graduates in finding appropriate employment. A Resume Referral Service is available for students to maintain a file, including recommendations, for potential employer review. The Office provides workshops and participates in Career Fairs. The Director travels to schools with a high minority student population to recruit them to SCILS programs. In the past, 27 U.S. Department of Education Title II-B funded master's students were recruited, educated, and graduated to improve diversity in the profession of librarianship. All 27 were successfully placed in the field. There

was little necessity for intense placement activity for that to occur. Graduate librarians from emerging majority populations are highly sought. The libraries of New York City and New Jersey as well as from other areas in the country come to LIS to recruit graduates. Those minority graduates not already employed are invariably the first to get job offers.

The LIS PhD Program. Recruiting for the IMLS-PhD Scholar will be accomplished through an NJSL sponsored program, modeled after their successful 2001 MLIS recruitment program (See Attachment Two) and through direct personal contact made with past LIS-Title II-B Scholars, who are working in New Jersey libraries currently. The doctoral scholar will be funded at \$40,000 for the duration of the course work and for her/his assistance on the research project on recruitment. The selected scholar will enter the doctoral program in Communication, Information, and Library Studies in the fall semester of the 2004-2005 academic year with the MLIS Scholars. Applicants for the IMLS-PhD scholarship will be evaluated on the basis of; undergraduate and graduate academic records that show the equivalent of a 3.0 or B level average; three letters of recommendation from persons who know the applicant in academic or professional contexts; personal statements relating experiences and research interests congruent with the PhD Program; and GRE's of 1000 from the combined total of verbal and quantitative scores. Applicants with scores below 1000 have, in the past, failed to achieve success in doctoral study at SCLIS.

Receipt of the PhD will require the completion of 84 credits-24 credits of master's level course work, 18 credits of core requirements, 18 credits in the scholar's Program Area of Library and Information Science, and 24 credits earned for the dissertation. The modal time taken by part-time doctoral students to complete the course work is six semesters, including summers. That is the timeframe expected for the IMLS Scholar. Once the IMLS grant is complete, other avenues of financial support will be open, including teaching and research assistantships, which come with \$24,000 per year support and benefits for three years. They should enable the scholar to become a full-time student. It is expected that at the close of five and a half years of study, the doctoral student will have completed the PhD and have successfully located a position on an LIS faculty in the United States. In the past decade no student receiving a doctorate from Rutgers, who wanted employment, was unable to locate a position. The faculty attending the annual ALISE conference help the graduates secure interviews and positions. The research project which the doctoral scholar will begin immediately upon enrollment in the program will give her/him first hand experience in the design and execution of LIS scholarly investigations, which should hasten the development of a dissertation topic and proposal. The IMLS sponsored research will have the ongoing personal direction of Dr. Mark Winston, a national expert in the recruitment of diverse librarians. The research is expected to lead to further research that will advance what is known about recruiting and educating a multiethnic next generation of urban librarians. Dr. Winston will also act as the scholar's advisor throughout the doctoral program.

The Research. The doctoral IMLS Scholar will begin research in the fall 2004 Semester. The Winston/Simpson-Darden Model for the recruitment of people of color will be replicated. Originally developed on the population of African American academic library administrators, since the total number was too small to sample, the model will be tested to determine its reliability and validity for the national recruitment of librarians from diverse populations to urban public libraries. The instrumentation for the study will be Simpson-Darden's mailed survey; document review, accomplished through resume analysis, and a telephone interview conducted to gather more in-depth information. In addition to giving triangulation, using Winston/Simpson-Darden's approach will collect information about the respondents' libraries; develop aggregate librarians' profiles; explore career patterns; identify factors that influenced librarians to choose librarianship as a career, examine the key elements that influence career growth; and provide information on perceived barriers to advancement. Simpson-Darden's research questions will be amplified by questions concerning the most useful courses for urban librarianship taken for the MLIS degree. The sample for this research, drawn from the Ethnic Caucuses of the American Library Association, where each of the emerging majorities has a constituent organization, will be systematically taken in numbers proportionate to the populations within the U.S. population. The size of the final sample will be determined by the size of the total population in the relevant ethnic caucuses. Data analysis will include descriptive and inferential statistics to determine the relationship between the variables studied and success in careers in urban libraries, and the degree of variance attributable to each of the variables. Qualitative analysis using pattern matching will be conducted on the telephone interviews to gather information directly from the voices of multiethnic librarians.

Urban Libraries. The urban libraries with scholars funded by this project have agreed to pay the scholars full salary and benefits for two and one half years, or six semesters, including two summer sessions. In turn, they will receive reimbursement from grant funding for up to two days per week for staff time during the semester. This allows the scholars flexibility in establishing their schedule of classes at no cost to the libraries. The urban libraries will be the IMLS Scholars' workshops. While they are learning in the classroom, they can practice in the field. In class discussions they can get assistance with on-the-job activities. The entire class, including the instructor, will benefit from such exchanges.

The Management Plan and Major Project Personnel

The overall administration of this project will rest with the New Jersey State Library and its parent organization and fiscal agent, Thomas Edison College. The NJSL will provide overall management and coordination, and assume responsibility for the legal use of all grant funds and for ensuring that the project is carried out by the partners in accordance with applicable Federal laws, regulations, and requirements. Other NJSL responsibilities will include the implementation and oversight of agreements with participating students; acting as fiscal agent for the project by taking on all financial management, including the establishment of a restricted account for IMLS funds; and maintaining an accounting record adequate to satisfy normal auditing procedures. (See Attachment Six.) Susan Briant will have the official role of Project Director. She will coordinate activities for TESC students.

To bring group decision making to project oversight, Briant will establish a Steering Committee, which will include as members the principals from each of the partner sites, representatives of the urban library participants, and student representatives. This Committee will have two goals: to meet at least twice a semester to determine the general progress of the project, whether target dates are being met and where improvement might be needed; and to initiate a business plan and fund raising program for the continuation of the project past its federal funding.

Briant is assisted by Regional Director, Connie Paul, the dynamic force behind NJSL's successful recruitment program. Part of the ongoing responsibilities of the positions occupied by Briant and Paul are the development and implementation of grant projects that respond to the needs of their constituents, as this proposal does. Therefore, no replacements are needed for them to carry out the work of the grant. Evaluation will have an important place in the management of the grant. It will be planned in detail by December 1, 2003. Formative evaluation will be ongoing with yearly milestones. Improvements will be incorporated as evaluation indicates that they are needed. Summative evaluation will occur at the project's end.

At TESC the Project Coordinator will be Vice Provost and Academic Dean Maxine Lentz. Marie Power-Barnes, TESC head of Marketing will work with her and the student participants to

ensure reaching the widest possible audiences and recruiting and graduating the students who matriculate at TESC. These are extensions of their usual roles.

At Rutgers LIS, Dr. Jana Varlejs, Associate Professor, will act as Project Coordinator of the team of three. She will follow the progress of the scholars. She is expected to devote ten percent of her time to the project throughout its operation. She will assist the scholars in designing an education program to help them reach their career goals. The faculty expert in the urban public library, Varlejs will provide intensive counseling to ensure the scholars retention in the program and organize for them colloquia that deal with the problems and issues of the urban library. She will also instruct the IMLS Scholars in courses she has developed with those who work in urban libraries in mind. The first, User Instruction, is a new skill demanded with public access to computing, which leads to individual and group teaching. The second, Planning Outreach Services, concentrates on removing barriers to service for those previously underserved.

Dr. Kay Vandergrift, a nationally renowned scholar and educator will advise and mentor students studying in her specialty, youth services. Among the courses she teaches via Distance Education are Children and Youth Services, Gender and Culture in Children's Picture Books, Materials for Children, and Materials for Young Adults. Distance Education is a time intensive way to instruct and Dr. Vandergrift employs distance learning technologies for advising as well as for course instruction. She is expected to devote five percent of her time to the project. Dr. Mark Winston, among the best known researchers in the recruitment of diverse populations to the profession, will advise, mentor, and supervise the work of the IMLS-PhD Fellow. He will oversee the PhD component of the project and is expected to spend ten percent of his time over its life.

Varlejs and Winston will receive a one-course decrease in their teaching load, which would be taken over by the employment of adjunct faculty who are experts working in the field. Dr. Betty Turock, currently Professor and Associate Dean of SCILS, will be engaged as the project evaluator. She was previously a senior advisor in the Department of Education, OERI, Library Programs brought there for a year from Rutgers to improve the evaluation process and procedures on Library Services and Construction Act (LSCA) funded projects. The Department of Education published her book on evaluation. Although she will retire in 2003, Turock's dedication to the issues addressed by this project is strong enough for her to undertake the evaluation at a nominal cost. A national and international figure in the formulation of information in the public interest, Turock was also the architect of the Spectrum Scholarship Initiative to bring multiethnic diversity to the profession, established during her term as President of the American Library Association. The management plan is sound; the personnel engaged are experts in their areas who are committed to the project's success.

Contributions

Because 93 percent of the requested support will fund direct student costs, only 50 percent of \$36,000 is required in in-kind services. The partners are providing \$152,539 more than required for a total of \$170,539. The size of the financial contribution they are willing to make is strong evidence of commitment. The NJSL and IESC both have, as part of their priorities, improving service to previously unserved or poorly served populations. Culturally diverse populations are a major part of the constituents that urban libraries are chartered to serve. At Rutgers LIS for over ten years Title II-B Fellowships were applied for and received. They received extensive advising and mentoring. They were introduced to the network of professionals beyond the University by the Program Associates. The faculty has led an effort to increase funding for scholarships on the national, state, and local levels. This is an effort with which the name of Betty Turock has been closely associated. Each of the partners has earmarked more than one person at the highest level of their organization to direct, coordinate, and implement the project strategies and activities.

Evaluation

Evaluation is derived from project goals and objectives. Formative and summative outcome assessments are projected. The determination of the progress and success of the project will start at its inception and continue past its termination. Initial data will develop baseline statistics to make valid assessments possible later. It is expected that the project, as it is planned, will last far longer than three years, since recruitment will be broad and yield recruits in large numbers and for many years. Recruits sign agreements that include responding to annual surveys of their career progress, which will contain outcome evaluation, as will those completed while the project is underway.

Three formats for evaluation will be employed. Each semester students will take part in a short written survey. At the completion of their education, they will have Exit Interviews. Annually, they will receive data gathering surveys. After three years all persons who participated in the project, during its funded phase and after, will have telephone interviews. Data will be gathered longitudinally for at least the following five years. Quantitative and qualitative approaches will be used to analyze the data compiled. For the qualitative approach, pattern matching will be applied for the development of significant themes. Statistical computation will provide the basis for the quantitative assessments.

The data collection will take three forms. First, simple frequency counts and percentages will detail some of the results. Second, outcome data will present a picture of changes in knowledge, skills, attitudes, and values. Third, pattern matching taken on the interviews will reveal more in depth information about the impact of the project. The frequency and percent of multiethnic students who enter programs of study, successfully complete them, and are employed or elevated to a higher status in urban libraries are all project performance indicators. The frequency and percent of students entering the bachelor's program who choose to go on to graduate study indicate change of attitude, and motivation concerning the career paths envisioned originally by the recruits. Their ability to meet the requirements for advanced study is a further indicator. Assessments of whether the knowledge, skills, and values learned in the program were sufficient for a career in urban libraries will be tracked. Development of the values of the library profession will be followed to determine if there is a change in attitude about intellectual freedom, intellectual property rights, universal service, equity of access, privacy, and advocacy. The recruits' perceptions of the education they received and the preparedness it gave them for the world in which they were employed will be explored. Questions like: Do and, later, did, the technological skills you learned prepare you for work in the urban library? What were the courses most helpful to your success? What courses do you wish you had, but didn't take, or weren't available? What factors influenced your decision to pursue a career in urban libraries? Did experience working in urban libraries play a part in your decision to continue your career there? Targeted recruitment? Attending conferences? Participating in the creation of publications? What part of the project was most influential in your desire to complete your education? Financial aid? Role models? Mentors? Networks? What career trajectory did you envision? What did you experience? Were your career results satisfying to you?

Perhaps most important are the answers that will be gathered to the following outcome questions: How and how much was the face of the classroom altered? The face of the profession? The face of library workers in urban libraries? Are there more multiethnic workers in urban libraries as a result of this project? More workers with a greater variety of ethnic backgrounds? Language abilities? Did the model for recruiting, developed in this project, gain the broader attention of the profession? Did it influence recruiting at the state and national levels?

Dissemination

Reaching three audiences will be of primary importance in the dissemination. The first audience is the public, the second is potential scholars and fellows, and the third is the profession. Reaching the first two audiences will be facilitated by the plans of Marie Power-Barnes, Marketing Head for TESC and a member of the Steering Committee. When the grant is announced contact will be made with the public relations departments of the Partner institutions to ask their assistance in reaching newspapers, local broadcast and cable television stations. In addition the faculty and resources of the Department of Journalism and Media Studies, a program also located in SCILS, will be enlisted to make contact with the New Jersey Press Association with whom the faculty is closely associated, to gather space in local, regional, and statewide vehicles for making the public aware of what is being attempted and accomplished.

Recruitment open houses will continue past the life of the program, to bring new faces to librarianship. The recruitment program of the NJSL has had great success to date. It will continue. The brochures adapted from that program for the project will be reprinted and, with the copied video, distributed to urban public libraries. To reach the profession, a place will be sought on the programs of the major conferences of the NJLA, ALISE, and ALA. An opportunity will be sought to present the results at a COSLA meeting. The news of the creation of a model for multiethnic recruiting to library education and practice will make this a topic important to the profession. The team will produce articles and news items and send them to *American Libraries* and *Library Journal*, the two publications with the highest number of readers in the profession. Scholarly

journals will be sent research articles to get the word to the discipline. The scholars will be encouraged to undertake Independent Studies and act as co-authors with faculty members on articles about the project and the recruitment of a more diverse population to the profession. At every opportunity the widest possible audience will be sought to learn of this work. The project web site will provide links to the other partners' web pages. Electronic messages will be sent regularly to the NJLA listserv, which distributes monthly news to the Association's close to 2,000 members; to ALAWON, ALA's monthly electronic news line from the Washington Office; and to the ALISE office, since this project provides information on an issue considered a top priority by that Association.

Sustainability

The best evidence for the project's sustainability is the amount of the grant matched by the partners in relationship to the amount they had to match. The size of the contribution shows long term commitment. Equally important is the priority increasing diversity in the workplace has in the parent organizations of the partners. Each of the partners has had success with prior programs to increase multiethnic diversity. Thomas Edison State College is designed to serve the non-traditional adult student with credits offered in ways to meet the special needs of diverse students. At Rutgers LIS from 1984-1994, the 27 Title II-B Fellowships for the master's degree from emerging majority populations were extremely successful, as records of the D-B program will attest. In several years LIS had as many as 10 more candidates for Fellowships than Fellowships available. (See Attachment Seven) LIS has had no difficulty in the past recruiting students from diverse backgrounds meeting the criteria for this project's scholars. Once admitted to the program, there was little difficulty retaining and graduating Title D-B students. When the funding for Title D-B ceased, however, LIS couldn't find financial support especially designated for minority students to the extent that they needed. Now through linking these students to four sources more funding is available. The four sources are: the ALA Spectrum Scholarship Initiative; the new LIS Kelly Foundation, founded in 1999, which dedicates two scholarships each year to increase student diversity; the regional Karma Foundation, dedicated to funding library programs and projects; and a recently established Diversity Fund for the same purpose. It is expected that the funding from this project will increase the awareness among members of New Jersey's library workforce of the possibility for career enhancement this project offers and spark the creation of recruitment teams arising from IMLS Scholars in consort with prior D-B Fellows, along with the libraries, associations, and individuals who have pledged their support to this work. Recruitment open houses will continue past the funding. Awareness of the benefits of this project will keep it alive. The group of Partners forged together through the opportunity for funding this grant have a common commitment that will continue their link to each other and the cause of professional equity. This is not a new priority edged to the top of the list by the availability of federal funding. This is a long term commitment, which would place funding at the disposal of each of The Partners to develop a model for increasing the multiethnic diversity of the educational programs and professional staff of urban libraries across the nation.

References

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4. Dohm, Andrew. (2000). Gauging the labor force effects of retiring baby-boomers. *Monthly Labor Review*, 123 (7), 2081-5.
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7. Santiago, I. (1998). Increasing the Latino leadership pipeline: Institutional and organizational strategies. In: Raymond C. Brown and Gilbert H. Muller (Eds.). *Achieving administrative diversity*. San Francisco: Josey-Bass, 25-38.
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9. Paler, Tracy. (2002) Interdependence in research. Unpublished independent study, Rutgers, Library and Information Science.
10. Tennant Roy. (2002). Digital libraries-The digital librarian shortage. *Library Journal*, 127 (5),32.
11. Winston, Mark D. (2001). Recruitment Theory: Identification of those who are likely to be successful as leaders. In Mark D. Winston (Ed.) *Leadership in the library and information science professions: Theory and practice*. New York: Haworth, 19-35.

Schedule of Completion Year One

November, 2003 to October, 2004 Total: \$167,747

[illegible]

November, 2004 to October, 2005 Total: \$244,570

[illegible]

Schedule of Completion Year Three

November, 2005 to October, 2006

[illegible]

Project Budget Form

Section 1: Detailed Budget

Year 1 - Budget Period from 11/01/03 to 10/31/04

Name of Applicant Organization New Jersey State Library

IMPORTANT! READ INSTRUCTIONS ON PAGES 23-25 BEFORE PROCEEDING

Salaries and Wages (Permanent Staff)

Name/Title	No.	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
<u>Susan Briant</u>	()	_____	_____	_____	_____	_____
<u>Marie P. Barnes</u>	()	_____	_____	_____	_____	_____
<u>Jana Varlejs</u>	()	_____	_____	_____	_____	_____
<u>Mark Winston</u>	()	_____	_____	_____	_____	_____
<u>Kay Vandergrift</u>	()	_____	_____	_____	_____	_____
<u>Betty Turock</u>	()	_____	_____	_____	_____	_____
<u>Adjunct faculty</u>	()	_____	_____	_____	_____	_____
Total Salaries and Wages \$			_____	<u>12,360</u>	<u>33,106</u>	<u>45,466</u>

Salaries and Wages (Temporary Staff Hired for Project)

Name/Title	No.	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
_____	()	_____	_____	_____	_____	_____

Fringe Benefits

Rate	Salary Base	IMLS	Applicant	Partner(s)	Total
<u>Susan Briant</u> 25%	of \$ _____	_____	_____	_____	_____
<u>Marie P. Barnes</u> 25%	of \$ _____	_____	_____	_____	_____
<u>Jana Varlejs</u> 24%	of \$ _____	_____	_____	_____	_____
<u>Mark Winston</u> 24%	of \$ _____	_____	_____	_____	_____
<u>Kay Vandergrift</u> 24%	of \$ _____	_____	_____	_____	_____
Total Fringe Benefits \$		_____	<u>3,090</u>	<u>7,143</u>	<u>10,233</u>

Consultant Fees

Name/Type of Consultant	No.	Rate of Compensation	IMLS	Applicant	Partner(s)	Total
_____	()	_____	_____	_____	_____	_____

Travel

From/To	Subsistence Costs	IMLS	Applicant	Partner(s)	Total
<u>As per instructions from IMLS</u>	_____	<u>4,000</u>	_____	_____	<u>4,000</u>
<u>Travel to Washington D.C.</u>	_____	_____	_____	_____	_____
<u>And return</u>	_____	_____	_____	_____	_____
Total Travel Costs \$		<u>4,000</u>	_____	_____	<u>4,000</u>

Project Budget Form

Section 1: Detailed Budget Continued

Year 1

Materials, Supplies and Equipment

Item	Method of Computation	IMLS	Applicant	Partner(s)	Total
Total Cost of Materials, Supplies & Equipment					0

Services

Item	Method of Computation	IMLS	Applicant	Partner(s)	Total
10 students online database charges	20% x \$6,750			1,350	1,350
10 students supplies, postage	20% x \$3,450			690	690
Total Service Costs	\$			2,040	2,040

Student Support (Priorities 1,2, and 3)

Item	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
9 students - MLIS	\$2,800 tuition x 9	25,200			25,200
1 student - PhD	\$10,000/ Academic year	10,000			10,000
10 pre - professionals	\$1,500 tuition x 10	15,000			15,000
9 MLIS student salary subsidy	\$204/wk. x 18 wks x 9	33,048			33,048
Total Student Support	\$	83,248			83,248

Other

Item	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
Recruitment - Open Houses		5,150			5,150
Video for Open Houses		7,000			7,000
Printing and Advertising Costs		11,850			11,850
Total Other Costs	\$	24,000			24,000

Total Direct Project Costs	\$111,248	\$15,450	\$42,289	\$168,987
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Total Direct Project Costs

Excluding Student Support	\$28,000	\$15,450	\$42,289	\$85,739
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Indirect Costs

Check either item A or B and complete C (See section on Indirect Costs, page 2.4.)

☐ A. an indirect cost rate which does not exceed 20% of modified total direct costs - may be listed only as cost sharing

☒ B. Federally negotiated Indirect Cost Rate (see page 2.4.) Required 4% State Library administrative costs.

New Jersey State Library/ Thomas Edison State College

Name of Federal Agency

10/31/06

Expiration Date of Agreement

C. Rate base(s)

Amounts

	IMLS	Applicant	Partner(s)	Total
TOTAL INDIRECT COSTS CHARGED TO		\$1,120		\$1,120

Project Budget Form

Section 1: Detailed Budget

Year 2 - Budget Period from 11/01/04 to 10/31/05

Name of Applicant Organization New Jersey State Library

IMPORTANT! READ INSTRUCTIONS ON PAGES 23-25 BEFORE PROCEEDING

Salaries and Wages (Permanent Staff)

Name/Title	No.	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
<u>Susan Briant</u>	()	_____	_____	_____	_____	_____
<u>Marie P. Barnes</u>	()	_____	_____	_____	_____	_____
<u>Jana Varlejs</u>	()	_____	_____	_____	_____	_____
<u>Mark Winston</u>	()	_____	_____	_____	_____	_____
<u>Kay Vandergrift</u>	()	_____	_____	_____	_____	_____
<u>Betty Turock</u>	()	_____	_____	_____	_____	_____
<u>Adjunct faculty</u>	()	_____	_____	_____	_____	_____
Total Salaries and Wages \$			_____	<u>12,731</u>	<u>27,741</u>	<u>40,472</u>

Salaries and Wages (Temporary Staff Hired for Project)

Name/Title	No.	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
_____	()	_____	_____	_____	_____	0

Fringe Benefits

Rate	Salary Base	IMLS	Applicant	Partner(s)	Total
<u>Susan Briant</u> 25%	of \$ _____	_____	_____	_____	_____
<u>Marie P. Barnes</u> 25%	of \$ _____	_____	_____	_____	_____
<u>Jana Varlejs</u> 24%	of \$ _____	_____	_____	_____	_____
<u>Mark Winston</u> 24%	of \$ _____	_____	_____	_____	_____
<u>Kay Vandergrift</u> 24%	of \$ _____	_____	_____	_____	_____
Total Fringe Benefits \$		_____	<u>3,183</u>	<u>4,763</u>	<u>7,946</u>

Consultant Fees

Name/Type of Consultant	No.	Rate of Compensation	IMLS	Applicant	Partner(s)	Total
_____	()	_____	_____	_____	_____	0

Travel

From/To	Subsistence Costs	IMLS	Applicant	Partner(s)	Total
<u>As per instructions from IMLS</u>	_____	<u>4,000</u>	_____	_____	<u>4,000</u>
<u>Travel to Washington D.C.</u>	_____	_____	_____	_____	_____
<u>And return</u>	_____	_____	_____	_____	_____
Total Travel Costs \$		<u>4,000</u>	_____	_____	<u>4,000</u>

Project Budget Form

Section 1: Detailed Budget Continued

Year 2

Materials, supplies, and Equipment.

Item	Method of Computation	IMLS	Applicant	Partner(s)	Total
Total Cost of Materials, Supplies & Equipment					0
Services					
Item	Method of Computation	IMLS	Applicant	Partner(s)	Total
10 students searching online databases	40% x \$6,750			2,700	2,700
10 students supplies, postage	40% x \$3,450			1,380	1,380
Total Service Costs	\$			4,080	4,080
Student Support (Priorities 1,2, and 3)					
Item	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
9 students - MLIS	\$ 6,550 tuition x 9	58,950			58,950
1 student - PhD	\$14,000/ Academic year	14,000			14,000
10 pre - professionals	\$ 3,250 tuition x 10	32,500			32,500
MLIS student salary subsidy	\$204/wk x 45 wks x 9	82620			82620
Total Student Support	\$	188,070			188,070
Other					
Item	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
Total Other Costs	\$	0	0	0	0

Total Direct Project Costs	\$192,070	\$15,914	\$36,584	\$244,568
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Total Direct Project Costs				
Excluding Student Support	\$4,000	\$15,914	\$36,584	\$56,498

Indirect Costs

Check either item A or B and complete C (See section on Indirect Costs, page 2.4.)

- ☐ A. an indirect cost rate which does not exceed 20% of modified total direct costs - may be listed only as cost sharing
- ☒ B. Federally negotiated Indirect Cost Rate (see page 2.4.) **Required 4% State Library administrative costs.**

New Jersey State Library/ Thomas Edison State College

Name of Federal Agency

10/31/06

Expiration Date of Agreement

C. Rate base(s) Amounts

TOTAL INDIRECT COSTS CHARGED TO	IMLS	Applicant	Partner(s)	Total
		\$160		\$160

Project Budget Form

Section 1: Detailed Budget

Year 3 - Budget Period from 11/01/05 to 10/31/06

Name of Applicant Organization New Jersey State Library

IMPORTANT! READ INSTRUCTIONS ON PAGES 23-25 BEFORE PROCEEDING

Salaries and Wages (Permanent Staff)

Name/Title	No.	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
<u>Susan Briant</u>	()	_____	_____	_____	_____	_____
<u>Marie P. Barnes</u>	()	_____	_____	_____	_____	_____
<u>Betty Turock</u>	()	_____	_____	_____	_____	_____
<u>Jana Varlejs</u>	()	_____	_____	_____	_____	_____
<u>Mark Winston</u>	()	_____	_____	_____	_____	_____
<u>Adjunct faculty</u>	()	_____	_____	_____	_____	_____
Total Salaries and Wages \$			_____	<u>6,557</u>	<u>25,212</u>	<u>\$31,769</u>

Salaries and Wages (Temporary Staff Hired for Project)

Name/Title	No.	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
_____	()	_____	_____	_____	_____	<u>\$0</u>

Fringe Benefits

Rate	Salary Base	IMLS	Applicant	Partner(s)	Total
<u>Susan Briant</u> 25%	of \$ _____	_____	_____	_____	_____
<u>Marie P. Barnes</u> 25%	of \$ _____	_____	_____	_____	_____
<u>Jana Varlejs</u> 24%	of \$ _____	_____	_____	_____	_____
<u>Mark Winston</u> 24%	of \$ _____	_____	_____	_____	_____
Total Fringe Benefits \$		_____	<u>1,638</u>	<u>4,156</u>	<u>\$5,794</u>

Consultant Fees

Name/Type of Consultant	No.	Rate of Compensation	IMLS	Applicant	Partner(s)	Total
_____	()	_____	_____	_____	_____	<u>\$0</u>

Travel

From/To	Subsistence Costs	IMLS	Applicant	Partner(s)	Total
<u>As per instructions from IMLS</u>	_____	<u>4,000</u>	_____	_____	<u>\$4,000</u>
<u>Travel to Washington D.C.</u>	_____	_____	_____	_____	_____
<u>And return</u>	_____	_____	_____	_____	_____
Total Travel Costs \$		<u>4,000</u>	_____	_____	<u>\$4,000</u>

Project Budget Form

Section 1: Detailed Budget Continued

Year 3

Materials, Supplies and Equipment

Item	Method of Computation	IMLS	Applicant	Partner(s)	Total
Total Cost of Materials, Supplies & Equipment					0

Services

Item	Method of Computation	IMLS	Applicant	Partner(s)	Total
10 students online database searching	40% x \$6,750			2,700	2,700
10 students supplies, postage	40% x \$3,450			1,380	1,380
Total Service Costs		\$		4,080	4,080

Student Support (Priorities 1,2, and 3)

Item	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
9 students - MLIS	\$ 6550 tuition x 9	58,950			58,950
1 student - PhD	\$16,000/ Academic year	16,000			16,000
10 pre - professionals	\$ 3,250 tuition x 10	32,500			32,500
MLIS - student salary subsidy	\$204/wk x 45 wks x 9	82,620			82,620
Total Student Support		\$	190,070		190,070

Other

Item	Method of Cost Computation	IMLS	Applicant	Partner(s)	Total
					0

Total Direct Project Costs	\$194,070	\$8,195	\$33,448	\$235,713
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Total Direct Project Costs Excluding Student Support	\$4,000	\$8,195	\$33,448	\$45,643
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Indirect Costs

Check either Item A or B and complete C (See section on Indirect Costs, page 2.4.)

- ☐ A. an indirect cost rate which does not exceed 20% of modified total direct costs - may be listed only as cost sharing
- ☒ B. Federally negotiated Indirect Cost Rate (see page 2.4.) Required 4% State Library administrative costs.

New Jersey State Library/ Thomas Edison State College

Name of Federal Agency

10/31/06

Expiration Date of Agreement

C. Rate base(s)

Amounts

	IMLS	Applicant	Partner(s)	Total
TOTAL INDIRECT COSTS CHARGED TO		\$160		\$160

Project Budget Form

Section 2: Summary Report

Name of Applicant Organization New Jersey State Library

Important! Read instructions on pages 2.3-2.5 before proceeding

Direct Costs	IMLS	Applicant	Partner(s)	Total
Salaries and Wages	_____	<u>31,648</u>	<u>86,059</u>	<u>117,707</u>
Fringe Benefits	_____	<u>7,911</u>	<u>16,062</u>	<u>23,973</u>
Consultant Fees	_____	<u>0</u>	_____	_____
Travel	<u>12,000</u>	_____	_____	<u>12,000</u>
Materials, Supplies & Equipment	_____	_____	_____	_____
Services	_____	_____	<u>10,200</u>	<u>10,200</u>
Student Support	<u>461,388</u>	_____	_____	<u>461,388</u>
Other	<u>24,000</u>	_____	_____	<u>24,000</u>
Total Direct Costs	<u>\$497,388</u>	<u>39,559</u>	<u>112,321</u>	<u>\$649,268</u>
Indirect Costs		<u>\$1,440</u>	_____	<u>\$1,440</u>

*If you do not have a current Federally negotiated rate, your indirect costs must appear in the Applicant or Partner

columns only. If you have a current Federally negotiated rate, you may request indirect costs from

IMLS only on direct project costs requested from IMLS.

Total Project Costs \$650,708

Amount of Cash-Match \$ _____ \$ _____
 Amount of In-Kind Contributions \$ 40,999 \$ 112,321
(Institutional cost-sharing), including indirect costs

Total Amount of Match (Cash & In-Kind Contributions) \$153,320*

Amount Requested From IMLS, Including Indirect Costs \$497,388

Percentage of Total Project Costs Requested from IMLS 76.44% *

(May not exceed 50% excluding student support - research projects excepted, see cost sharing on page 1.7)

***Required Match is \$18,000**

Have you received or requested funds for any of these project activities from another Federal agency? (Please check one) <u> </u> Yes <u> X </u> No	
If, yes, name of agency _____	
Date of application _____	or award _____ Amount requested or received \$ _____

Budget Narrative and Justification

Ninety-three percent of the grant will be used for direct student costs. The total that requires matching funds is only \$36,000. That would require a match of \$18,000 (3.5%). Instead, because of the strong commitment of all partners to this program, we are contributing \$170,539 (31%), or \$152,539 more than required. This grant addresses all four priority areas. It is being applied to Priority One because most of the funds are being expended there.

Administration of the grant:

The administration of this grant is the responsibility of the New Jersey State Library and its fiscal agent Thomas Edison State College. State Librarian Norma Blake has assigned staff member Susan Briant to be the administrator. Susan will also establish and chair the Steering Committee, which oversees the grant project. Twenty percent of Susan's time will be devoted to administering this project, working with the pre-professionals who are accepted at Thomas Edison State and coordinating the Scholar Summits. Susan's salary is a contribution of the New Jersey State Library.

Another member of the Steering Committee is Connie Paul, Executive Director of the Central Jersey Regional Library Cooperative (CJRLC). The Cooperative is one of four in the state that is funded by the NJ State Legislature through the NJ State Library. Norma Blake has given Connie Paul and CJRLC the overall responsibility for recruiting librarians because of the Region's outstanding initiatives in this area. Connie was responsible for assembling the partnership and remains strongly committed to the grant's success. Her time is contributed by CJRLC because of its responsibility for regional library development.

Priority One: Recruit and educate the next generation of librarians

Preparing librarians for our NJ urban libraries

Nine library staff from urban libraries will be afforded full tuition at Rutgers University. Rutgers University provides one of the most affordable tuition rates within the nation for an ALA accredited MLIS. The bulk of grant funds will be used for student tuition. The amount of funds requested for student tuition at Rutgers is \$143,100.

Rutgers personnel assisting with the grant include: Rutgers Project Coordinator Dr. Jana Varlejs. She will have overall responsibility for the Rutgers students in the MLIS program. Each of them will be assigned an advisor. They will be linked to appropriate student groups within and outside of the Department. Dr. Varlejs will also represent Rutgers on the Steering Committee. Ten percent of Dr. Varlejs' time will be devoted to this project at a cost of _____ all of which is contributed by Rutgers University Library and Information Science program. Also, Rutgers will provide an adjunct instructor to teach one of her classes at a cost of _____.

Because of Rutgers' outstanding reputation for youth services and school media programs, and because of the on-going need for youth services librarians, we expect some of the candidates to be interested in specializing in this area. Dr. Kay Vandergrift will spend 5% of her time working with students, and Rutgers LIS department is contributing costs of _____.

Dr. Betty Turock has been responsible for much of the grant writing for this proposal. Her dedication to recruiting a diverse library workforce is nationally recognized. She intends to continue her association with this project into her retirement as a member of the Steering Committee. She is specifically committed to guiding the evaluation of the program. She is being paid a minimum salary through Rutgers LIS and will continue her involvement with this program into her retirement. Rutgers LIS is contributing _____.

Additionally Rutgers LIS will contribute \$6,750 in database costs for these students over 2.5 years, and \$3,450 in supplies, including postage, duplication, and printing supplies.

The second part of the grant for Priority One will go to reimbursing participating urban libraries for allowing their candidates release time for travel, class, and study. Reimbursement may be applied for up to two days a week during the student semester. The library will provide a mentor onsite, and

continue to pay full salary and benefits (the number one need of urban residents to take advantage of higher education.) The cost of this part of the grant is per year for employment subsidy or total.

Priority Three: Enable pre-professional library staff to make the transition to librarianship.

The second aspect of this grant is to recruit ten pre-professional urban library staff members to earn a college degree. This degree will afford the students a Library Associates position. This relatively new Department of Personnel position allows candidates to perform some tasks traditionally done by librarians. Some of these are: assisting with core reference questions, conducting story hours, and children's programming. Furthermore, this position may help to alleviate the shortage of librarians. This position is seen as an interim step to the MLIS. Once this position is attained, Library Associates are urged to complete the MLIS degree. Candidates who express the desire to earn the MLIS degree will be given guidance and assistance in reaching that goal.

The vehicle to achieve the Library Associates degree is through distance education at Thomas Edison State College. Thomas Edison provides flexibility in meeting student degree completion. Students may work from home with a computer. TESC uses portfolio assessment as one of the many ways adult students can earn college credit.

Dr. Maxine Lentz is vice provost and academic dean at Thomas Edison State College. She is the advisor for the students' programs at TESC. TESC is uniquely designed to provide the services and meet the requirements of adults returning to an academic program, sometimes after years of absence. Her involvement in the program will be contributed by Thomas Edison State College.

Marie Power-Barnes is Director of Marketing and College Relations for TESC. She will be responsible for making employees in urban libraries aware of all of the possibilities for higher education available to them, particularly through this grant and beyond its completion to wide audiences. The amount requested for marketing, public relations, focus groups, open houses, and publications is \$24,000. Marie Power-Barnes will contribute a total of 420 hours over the course of this grant, and the costs will be paid by Thomas Edison State College.

To enhance replication of the program, at least three recruitment open houses will be held in the urban libraries in northern, central and southern New Jersey. Representatives from Rutgers LIS, TESC, the New Jersey Library Association, the New Jersey State Library, and urban libraries will participate. A video of at least one of the open houses will be professionally made using TESC's facilities and contacts.

The video will have discussion of the RU and TESC degree programs. Working urban librarians will talk about their experiences at work. A tour of the facility will show a day in the life of an urban library, including staff roles and public library service.

Multiple copies of the video will be made for distribution through Rutgers LIS, TESC, the NJSL, urban and other public libraries throughout NJ. The video will also be distributed in other career venues as well as through mentoring channels. The video will cost \$7,000.

The amount requested for tuition for the 10 pre-professionals to achieve the Library Associates position is \$80,000. This is direct student support.

Priority Two: Develop faculty to educate the next generation of library professionals and Priority Four: Provide the library community with information needed to support successful recruitment and education of the next generation of librarians are both addressed in the third component of our proposal.

The third component of the grant provides for assistance to a student to earn a PhD through a research project on recruitment of librarians. The project will measure this program and other recruiting programs against the model proposed.

Dr. Mark Winston will advise the PhD candidate who is chosen for the research project. Dr. Winston has done extensive research in the area of recruiting and leadership and is the ideal academic guide to this project. Dr. Winston will devote 10% of his time to advising this project and these costs are covered by Rutgers LIS.

Other: The only travel associated with this grant for which costs are being requested, is the mandatory travel to IMLS

In-Kind Contributions

The in-kind contributions of the lead agent, official partners, members of the New Jersey Library Association Urban Libraries Section, and Connie Paul will go considerably beyond what is reported in this grant. The extent of the in-kind contributions projected for this grant reflect the commitment of all concerned.